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ABSTRACT

In 1987, a study was conducted through the Marketing Efforts of Community Colleges in America (MECCA) project to assess the scope and status of marketing/institutional advancement efforts among two-year institutions. Questionnaires were mailed to marketing officials at 331 community, junior, and technical colleges, requesting information on institutional characteristics, place of the marketing program within the organizational structure, planning, foundation and financial support, student recruitment efforts, public relations and institutional image, efforts to promote external support, minority recruitment, and projections for the future. Study findings, based on a 71.6% response rate, included the following: (1) at most institutions, the chief marketing officer spent less than 50% of his/her time dealing with marketing issues; (2) outside consultants were used to assist in planning and implementation by nearly half of the colleges; (3) most two-year institutions used internal operating funds to support their marketing programs, though approximately half devoted less than 1% of the operational budget to support the effort; (4) about 50% of the colleges reported written marketing plans, covering a 1- to 2-year period; (5) marketing personnel believed that staff and faculty were highly supportive of their efforts in approximately half of the colleges; and (6) 84% predicted that their colleges would become more actively involved with marketing in the future. (MDB)

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MARKETING AMERICA'S COMMUNITY COLLEGES:

AN ANALYSIS OF NATIONAL MARKETING EFFORTS OF COMMUNITY COLLEGES

A FINAL REPORT ON THE MECCA PROJECT TO THE COUNCIL OF NORTH CENTRAL COMMUNITY AND JUNIOR COLLEGES

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A SPECIAL CONDENSED SUMMARY REPORT FOR THE AACJC CONFERENCE IN LAS VEGAS, APRIL 24-27, 1988

JC 880 331

A SPECIAL CONDENSED SUMMARY REPORT FOR MEMBERS OF THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES CONFERENCE IN LAS VEGAS, APRIL 24-27, 1988

This condensed summary report of the MECCA Study is made available to members of the AACJC Conference with the hope that the information provided will shed some new light on the status of marketing within our nation's community and junior college campuses. If you would like to have the complete report, over 50 pages, including the appendix, you can request a copy by contacting:

Dr. Quentin Bogart
MECCA PROJECT
FEL c/o The Higher Education Program
Farmer 108C
Arizona State University
Tempe, AZ 85287

Include in your request, a mailing label with your return address to help expedite the processing of your return mail.

MARKETING AMERICA'S COMMUNITY COLLEGES:

AN ANALYSIS OF NATIONAL MARKETING EFFORTS OF COMMUNITY COLLEGES

A REPORT ON THE MECCA PROJECT

INTRODUCTION

Marketing is a crucial activity in the contemporary community college. Its successful practice is requisite to the realization of its mission. Few growing institutions exist without a strong marketing program. In most colleges, marketing is the vehicle of survival.

The term, "marketing", has not been a popular one with educators. Many believe it smacks of commercialism and "huckstering"--practices with which most colleges and universities don't wish to be associated. However, with the decline in the number of 18 to 22 year olds in the population, postsecondary educational institutions have sought to serve new client groups including those representing younger and middle aged people changing or enriching careers; minorities seeking the benefits of traditional higher education; and older, special interest learners. Reshaping the role of postsecondary education requires widespread and planned marketing efforts.

THE IMPORTANCE OF MARKETING

Philip Kotler, renowned professor of marketing in education and other nonprofit settings, and Karen Fox in the "Preface" of their 1985 text, *Strategic Marketing for Educational Institutions*, address the newly found importance of marketing in education--

> "...marketing has attracted the attention of college presidents, school principals, trustees, admissions and development offficers, educational planners, public relations directors, faculty, and other educatiors. Many are interested in how marketing ideas might be relevant to the issues they face..."

In the past decade, marketing has come of age in education. Discovering just how much "of age" educational marketing has become is the focus of the MECCA Project.

It is hoped that the information presented here will be useful to community college marketing officials and other administrators as they continue their labors for the benefit and enrichment of the institutions they serve. The researchers believe they are fortunate indeed to enjoy the confidence and support of such professionals. It should be pointed out that this research is being conducted through the support and assistance of Arizona State University and South Mountain Community College as well as the Council of North Central Community and Junior Colleges.

INITIATING THE NATIONAL STUDY

Using the *1987 Directory of Community, Junior and Technical Colleges*, the chief executive officers of **966** community and junior colleges and technical institutes were invited via letter to participate in the MECCA Project. The initial invitation letter was mailed on March 10, 1987 (See *Appendix*). Of the original group, 337 (or 35%) responded by completing and returning the postage paid reply card. These included **284** chief executives who **agreed** to have the appropriate representative of their institutions participate. In addition, **34** others responded that their institutions **might participate** and **19** others **declined** the invitation. MECCA's **final sample** group, then, was 284, plus the 34 "maybe" respondents, plus the 13 Arizona institutions in the pilot study for a total of **331 possible participants**.

The revised questionnaire along with a cover letter was mailed on May 15, 1987 to marketing officials in the 318 community colleges across the nation whose chief executive officers agreed to have their institutions cooperate in the MECCA Project. Follow-up letters or post cards were sent to institutional representatives not responding to the original mailing on July 9, 1987, August 30, 1987, and November 4, 1987 (See *Appendix*). Follow-up telephone calls were made to selected non-respondents in December, 1987, and January and February, 1988.

THE FINDINGS

Responses were received from 237 community, junior and technical colleges in 43 states. Of these, six were returned without being completed along with notes indicating that institutional reorganization or lack of time prevented participation. Three other questionnaires were returned with only one of two sections completed which caused the researchers to exclude them from the optical scanning tabulation and analysis. One other respondent completed only parts of both sections of the survey instrument; however, data from it were included in the tabulation and analysis. Therefore, the **total N=228**. Using 331 institutions as the sample size and 237 as the

response total, **MECCA's return rate** was **71.6%.** The confidence level of the data was 95%.

States with a large number of community colleges provided the strongest response and participation rate. These states (highest to lowest participation rate) included: California, North Carolina, Illinois, New York, Texas, Pennsylvania, Washington, Michigan, Florida, and Ohio. For a complete listing of participating institutions (See *Appendix*). Table 1 shows the number of participating two-year colleges by state according to six geographic regions:

TABLE 1

NUMBER OF COLLEGES BY REGION AND STATE

MIDWEST	MTN. STATES	N/E COAST	SOUTH	SOUTHWEST	WEST COAST
ILL. 12	COLO. 5	CONN. 5	ALA. 3	AZ. 12	AK. 2
IOWA 5	IDAHO 1	MASS. 3	ARK. 4	N.M. 4	CAL. 26
KANS. 7	MONT. 2	MD. 4	FLA. 5	OK. 2	HI 1
MICH. 5	NEV. 1	N.J. 2	GA. 4	TEX. 11	ORE. 4
MINN. 5	UTAH 1	N.Y. 8	KY. 5		WASH. 7
MO. 3	WYO. 2	PENN. 6	MISS. 2		
NEB. 6		VT. 1	N.C. 15		
N.D. 2			S.C. 6		
OHIO 8			TENN. 5		
WIS. 7			VA. 5		
			W. VA. 1		
+CN=60	+CN=11	+CN=29	+CN=55	+CN=29	+CN=40
*SN=10	*SN=6	*SN=7	*SN=11	*SN=4	*SN=5

*CN=Number of Colleges in Region +SN=Number of State Region

Seven states are not represented in the study: Delaware, Indiana, Louisiana, Maine, New Hampshire, Rhode Island, and South Dakota. The most prevalent reasons for non-involvement included:

A. Institutional reorganization which left no one to complete the questionnaire.

B. A perception that the survey piece was too long.

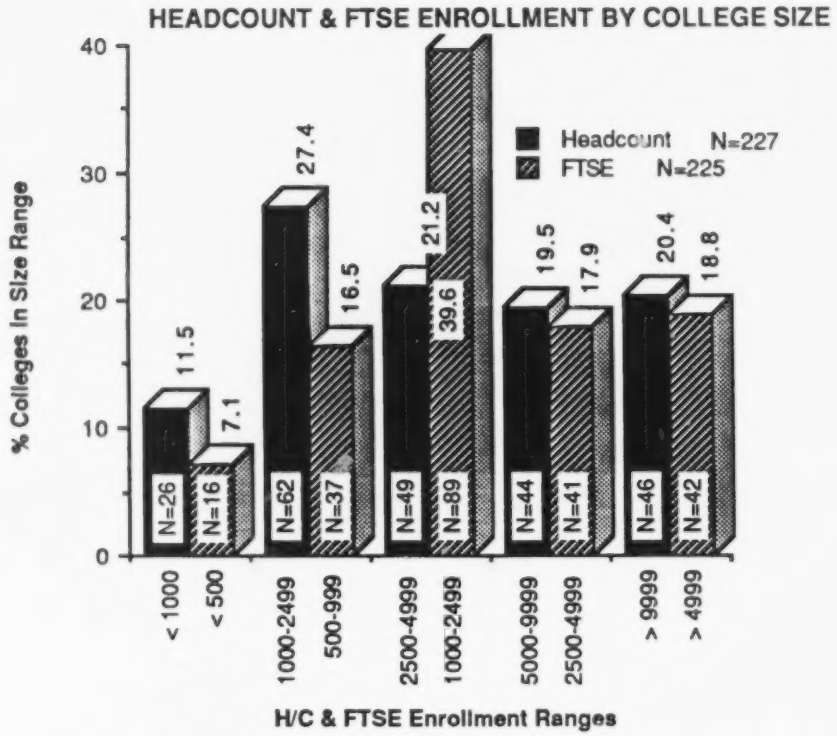
C. Insufficient time to complete the form.

INSTITUTIONAL DEMOGRAPHICS

Ninety-eight percent of the responding colleges (228 in number) completing the entire MECCA Questionnaire were publicly supported institutions (only 4 respondents described their institutions as being of "independent" control). Of these, 60% (137 colleges) reported headcount enrollments of less than 5000 students. Over 20%

reported a student headcount in excess of 10,000. Chart 1 illustrates headcount as well as FTSE enrollment data related to the participants. In reporting full-time student

CHART 1



equivalents (FTSE), 63% of the participants reported enrolling less than 2500 FTSE, while 19% indicated a FTSE in excess of 5000. The largest number of colleges in terms of headcount enrollment were reported in the 1000-2499 student range which represented 27.4% (62 institutions) of those responding. Also, the largest number of institutions based on FTSE occurred in the 1000-2499 range with 89 of the 225 colleges reporting FTSE's falling in this range. *The 86 participating colleges frrom the North Central Association membership states followed the enrollment profile of the national sample.*

Responding to the size of the college's service area, 61% of those participating indicated their institutions served communities of 100,000 to 249,000 persons. Another 20% percent reported serving populations of 50,000 or less, while an additional 14% served communities of 500,000 or more.

CONCLUDING OBSERVATIONS

The following conclusions and implications are derived from and supported by the data gathered during the MECCA Project.

1. At most institutions, the chief marketing officer usually spends less than 50% of his/her time dealing with marketing issues. In most instances, the marketing assignment is seen as a collateral duty, even though one official is usually assigned the primary responsibility for marketing. Only a handfull of institutions maintain a special office to house the marketing program.

2. Outside consultants are used to assist in the planning and implementation of the marketing program by nearly by half of America's community colleges with most users being satisfied with the services performed.

3. The majority of two-year colleges employ either a central administration dominated structure or marketing committee dominated structure to administer marketing activities.

4. Most two-year institutions use internal operating funds to support their marketing programs with approximately half of them devoting less than 1% of the operational budget to support the marketing effort.

5. About one-half of the colleges report having written marketing plans. Most key staff members are given copies of these plans. Plans usually cover a 1-2 year time span and reflect the mission and goals of the institution.

6. College marketing personnel believe that staff and faculty are highly supportive of marketing efforts in approximately half of America's community colleges, while a quarter of them lack positive support internally for the marketing program.

7. One in three institutions have marketing plans that provide for the collection of valuable research data. Two-thirds of the responding institutions have marketing plans which assist the college in identifying target populations.

8. The marketing plans of many community colleges do not provide for program evaluation or for the assessment of the effectiveness of the student services program. In addition, these plans often do not provide for an assessment of student needs.

9. Many colleges are not doing an adequate job of assessing the effectiveness of their marketing efforts, nor do they attempt to assess its strengths and weaknesses..

10. Most colleges do not allocate sufficient resources to the marketing effort.

11. More than a quarter of the colleges are able to achieve pre-set financial goals through fundraising efforts, while another quarter have failed in such efforts. Almost half of the institutions involved in fundraising do not set initial dollar goals for their fundraising efforts..

12. A large majority of America's community colleges plan to expand marketing efforts aimed at fundraising.

13. Most colleges seek to increase their financial support base through marketing efforts but only a quarter of the institutions report that these efforts are effective.

14. The majority of colleges have institutional foundations which are administered by separate boards. Primary sources of community college grants and gifts are governmental agencies and business and industry.

15. High school visits and direct mail campaigns appear to be the most productive methods for reaching prospective students. Many colleges report that the face-to-face contact with a college official is still seen as having a most positive impact on prospective students.

16. Marketing efforts have had a positive impact on enrollments according to many college officials.

17. Direct mail campaigns and newpaper and magazine articles appear to be effective techniques in improving the community college image.

18. Many of the colleges use some method of public opinion sampling to evaluate the institution's impact on its community.

19. Most colleges do not use community leaders to assist their marketing efforts, although many of the colleges do utilize the services of advisory committee and college board members in their marketing efforts.

20. A majority of community college faculty interact with their local secondary and elementary school colleagues to articulate mutual educational issues and concerns.

21. Most community colleges will be more involved in marketing in the future. A majority of the colleges use special recruitment activities to reach minority students and one-third of them are experiencing success in increasing the numbers of minority students recruited to their campuses.

22. Nearly a half of America's community college marketing leaders believe minority recruitment efforts will be a top marketing priority in the next decade.

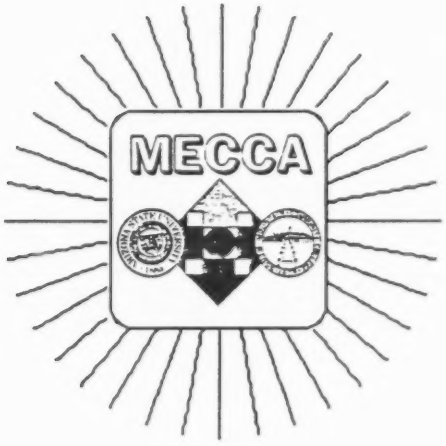
A FINAL WORD

The data reported here are descriptive. They provide a representative picture of the current status of marketing efforts in America's community colleges. The researchers hope this report will be helpful to our two-year college colleagues in their continuing marketing activities. The analysis of the enormous amount of data has just begun. A forum to present some of these initial findings is scheduled for the 1988 convention of the American Association of Community and Junior Colleges in Las Vegas. Several articles are being developed to further report the MECCA Project findings. A doctoral research study of community college marketing efforts to recruit minority students, spawned by the MECCA Project. is in the analysis stage.

Marketing activities, both simple and complex, are fast becoming part of the operational fabric of the American community college. The future should see a further explosion of institutional marketing. The extent of that explosion will be influenced by certain major, predictable and unpredictable, economic, social and political forces. Only time can record the success of our collective efforts.

MARKETING AMERICA'S COMMUNITY COLLEGES

A CONDENSED REPORT OF THE MECCA PROJECT



Especially Developed for Forum 86

THE 1988 MEETING OF THE AMERICAN ASSOCIATION OF COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES

Caesar's Palace, Las Vegas, Nevada
Tuesday, April 26, 1988

by

Quentin J. Bogart
ARIZONA STATE UNIVERSITY

James D. Galbraith
SOUTH MOUNTAIN COMMUNITY COLLEGE

PUPPOSE OF THE PROJECT

The purpose of the MECCA Project was to assess the scope and status of marketing/institutional advancement efforts within Amerinan two-year institutions. The study was guided by the following specific research questions:

1. How do community colleges label and define marketing programs?
2. What marketing practices have aided institutional advancement as perceived by college personnel in the areas of student recruitment, image building, and financial and community support.
3. How are community colleges organized in terms of staff and resources to meet the institutions's marketing goal and how is marketing positioned within the total administrative organization?
4. How long have community colleges had formal marketing programs?
5. To what degree are community college leaders committed to supportng marketing efforts in terms of dollars, faculty, presidential, and board support?
6. What are the current major trends in community college marketing practices?
7. Based upon institutional assessments and/or opinions, have marketing efforts had a positive impact upon recruitment, upon finance, and upon institutional image?
8. What is the future of marketing in the community college?

THE SURVEY INSTRUMENT

The original MECCA project survey instrument was developed during the fall, 1986, with the help of a panel of educators and marketing professionals including Dennis Johnson of Johnson Associates, Incorporated, and Dr. Kenneth Rowe, Professor of Marketing, Arizona State University. In addition, the two members of the MECCA research team, James Galbraith and Quentin Bogart, have held educational marketing and advancement positions which provided them with a foundation upon which to construct the survey instrument. Next, the instrument was pilot tested using 13 of Arizona's public community colleges. Aside from clarifying the intent and wording of several items on the instrument, the pilot study feedback supported the researchers decision to employ the use of an NCS Optical Scanning response sheet to gather data for the project. This improved the ability of the researchers to tabulate and analyze the data. It should be pointed out that this research is being conducted through the support and assistance of Arizona State University and South Mountain Community College as well as the Council of North Central Community and Junior Colleges.

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In the past decade, marketing has come of age in education. Discovering just how much "of age" educational marketing has become is the focus of the MECCA Project.

MARKETING DEFINED

As used in the MECCA study, ***marketing is*** defined as ***any action related to the planning, promotion, or other activity associated with enhancing enrollment management, increasing financial support, improving institutional image, or enlisting the services of key friends in helping the institution achieve its mission and goals.*** Here marketing is thought of as being synonymous with "institutional advancement".

PROJECT BACKGROUND

Quentin J. Bogart, Associate Professor and Community College Specialist, Arizona State University, and James D. Galbraith, Executive Assistant to the President and former Director of Admissions, South Mountain Community College, presented a proposal to the Council of North Central Community and Junior Colleges in the Fall, 1986, seeking its endorsement and support in conducting a national study of the current status and future direction of marketing/institutional advancement efforts in America's two-year colleges. The Council accepted the proposal and the **Marketing Efforts of Community Colleges in America (MECCA) Project** was launched.

4, 1987. Follow-up telephone calls were made to selected non-respondents in December, 1987, and January and February, 1988.

THE FINDINGS

Responses were received from 237 community, junior and technical colleges in 43 states. Of these, six were returned without being completed along with notes indicating that institutional reorganization or lack of time prevented participation. Three other questionnaires were returned with only one of two sections completed which caused the researchers to exclude them from the optical scanning tabulation and analysis. One other respondent completed only parts of both sections of the survey instrument; however, data from it were included in the tabulation and analysis. Therefore, the **total N=228**. Using 331 institutions as the sample size and 237 as the response total, **MECCA's return rate** was **71.6%.** The confidence level of the data was 95%.

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MICH. 5	NEV. 1	N.J. 2	GA. 4	TEX. 11	ORE. 4
MINN. 5	UTAH 1	N.Y. 8	KY. 5		WASH. 7
MO. 3	WYO. 2	PENN. 6	MISS. 2		
NEB. 6		VT. 1	N.C. 15		
N.D. 2			S.C. 6		
OHIO 8			TENN. 5		
WIS. 7			VA. 5		
			W. VA. 1		
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INSTITUTIONAL DEMOGRAPHICS

Ninety-eight percent of the responding colleges (228 in number) completing the entire MECCA Questionnaire were publicly supported institutions (only 4 respondents described their institutions as being of "independent" control). Of these, 60% (137 colleges) reported headcount enrollments of less than 5000 students. Over 20% reported a student headcount in excess of 10,000. Chart 1 illustrates headcount as well as FTSE enrollment data related to the participants. In reporting full-time student equivalents (FTSE), 63% of the participants reported enrolling less than 2500 FTSE, while 19% indicated

a FTSE in excess of 5000. The largest number of colleges in terms of headcount enrollment were reported in the 1000-2499 student range which represented 27.4% (62 institutions) of those responding. Also, the largest number of institutions based on FTSE occurred in the 1000-2499 range with 89 of the 225 colleges reporting FTSE's falling in this range.

Responding to the size of the college's service area, 61% of those participating indicated their institutions served communities of 100,000 to 249,000 persons. Another 20% percent reported serving populations of 50,000 or less, while an additional 14% served communities of 500,000 or more.

In terms of size and locus of control of governing boards, 79% of the respondents indicated that their colleges had a governing board of 7 or more members. Sixty (26.8%) of these reported being governed by seven member boards. The largest number of participating institutions fell in this category. More than a third of the colleges reported board sizes in excess of 9 members. Nearly 75% of the respondents reported that their boards were under local control with their method of selection almost evenly split between being appointed (51%) or elected (49%) members.

Almost two-thirds of the participating colleges were established after 1960, almost half (112 institutions) came into existence during the 1960-69 period. Less than 1% reported a founding date after 1979, while 56 colleges (24.6%) were founded prior to 1945.

The responding colleges were asked to report the size of their administrative staffs. Slightly more than 40% of the respondents (93) served institutions with less than 10 administrators. Sixty-six participants (29.3%) represented colleges employing between 10 and 19 persons which they classified as "administrators".

Reporting on percentages of full time faculty employed, 91 institutions (40.6 %) indicated that more than 59% of their faculty members were employed full time. Forty-seven colleges (21%) indicated 35% or less of their faculty members were full time, while another 86 (38.4%) reported 36% to 59% of their faculty members as being full time. A quarter of the colleges reported that 50% or more of their faculty members were women. Faculty members representing minority groups constituted less than 5% of the total faculty in 54.9% or 112 of the participating institutions. Almost 94% of the respondents (190 of 204) represented colleges with faculty groups containing less than 20% minorities.

A profile of the students served by the responding institutions revealed that 88% of them had enrollments containing 50% or more women. Nearly one third indicated that women students make up more than 60% of their registrants. Nearly three-quarters (72.9%) of the colleges reported that less than 25% of their students are minority group members. Only 6.2% or 14 of 225 participants reported representing institutions with a student composition of 50% or more minorities. Over 80% of the participants (176 colleges) reported parttime student enrollments of 50% or greater. Fifty-seven percent reported that over two-thirds of their students were part-timers. Foreign students accounted for fewer than 1% of the students enrolled in 69.5% or 155 of the participating institutions. Four colleges (1.8%) reported that foreign students accounted for 10% or more of their enrollment. Out of state students made up less than 5% of the enrollments in 172 of the 218 colleges responding to a question related to non-resident registrants. Eighteen colleges (8.2% of those participating) indicated enrolling 10% or more of their student from other states.

Students lived in residence halls at 51 of the 223 institutions participating in the study. This represented 22.9% of those units responding to the survey. Residence halls were not used at 172 reporting colleges (77.1%). More than a quarter of the schools, 64 (28.1%), do not participate in intercollegiate athletic programs.

INSTITUTIONAL STRUCTURE FOR MARKETING

One aspect of the MECCA Project focused on how the community college was organized to tackle its marketing responsibilities. As part of this question, the researchers asked the participants to identify the key people involved in the planning and implementation of the marketing effort; how much of their time was devoted to the marketing activity; and what kind of organizational structure is used to carry out the marketing activity? The responses to these questions are presented as follows:

TIME DEVOTED TO MARKETING: Marketing is not the primary duty of many of those identified as holding the position of chief community college marketing officer. Chart 4 reveals that less than 10% of those responding devote 100% of their time on marketing. Nearly two-thirds (63.2%) of the participants indicated that they spent less than 50% of their time dealing with marketing responsibilities and 27% reported that they spent between 50% and 75% of their time dealing with the marketing effort.. Marketing is a collateral duty for many community college personnel assigned this responsibility.

Over 81% of the those officials returning survey instruments indicated that key people have been identified to assume the responsibility for the overall marketing effort. However, two-thirds of the responding colleges do not maintain a separate offfice for marketing.

USE OF CONSULTANTS: Forty-four percent of the colleges reported utilizing the services of a marketing consultant. Nearly 95% of those institutions (98) employing consultants indicated that they were either highly satisfied or satisfied with the results.

ORGANIZATION: As to the organizational structure used for marketing, 30% of the colleges indicated their institutions had a central administration dominated structure, 28% indicated a marketing committee dominated structure, 17% a student services division dominated structure, and 12% a marketing division dominated structure. Almost 10% reported using a structure which did not fall into these four categories.

FUNDING FOR MARKETING: Nearly 85% of the responding institutions revealed that funding for marketing came from internal sources. Chart 5 points out that 12% of the institutions reported using both internal and external funding support marketing activities. Only 3% relied on external funding sources. Forty six percent of responding CJCs devote less than 1% of their operating budgets to marketing. An additonal 44% indicated that between 1% and 5% of their budgets were set aside for marketing efforts. A little over 1% of the sample earmarked 10% or more of their operating funds for marketing.

PLANNING FOR THE GENERAL MARKETING EFFORT

The MECCA Project investigated the degree to which community college marketing programs were developing formalized plans as they related to institutional goals, finance, programs, and clients. Specifically, the research focused on the contents of the plans, their anticipated outcomes, the timeline for which they were developed, and the frequency with which they are evaluated.

1. WRITTEN MARKETING PLANS: Kotler, Johnson and other marketing professionals believe an effective marketing program is supported by written plans which are carefully developed and distributed to key personnel. Slightly less than 50% of the responding institutions, 113 of 228, reported having developed a written marketing plan and having shared it with their key administrative staff (110 colleges). The time period covered by the plan was most frequently 1-2 years (44% or 63 colleges). Just over 10% (15) indicated the plan covered less than 1 year; 10% (15) indicated 2-3 years, and 13% (18) indicated more than a 3 year period. Over 22% of the respondents indicated that they did not have any timeline included in their written plans. When asked if the goals and objectives of the plan were reviewed every six months, nearly 75% of the respondents (85 institutions) who had written marketing plans indicated that they did.

2. ASSESSMENT OF THE MARKETING PLAN: The participants were asked to assess the effectiveness of their marketing programs in terms of addressing specific goals of the institution. Using a five point grading scale, the respondents were invited to evaluate the effectiveness of the plan in each of the following areas:

A. Level of Institutional Support - Forty-eight percent of the institutions reported that they had excellent or good institutional support for their marketing programs. Approximately 25% of the respondents reported the level of support from internal staff was either fair or poortheir marketing plans produced vaiuable research data to aid institutional planning. Over 40% rated the level of research data produced either fair or poor.

C. Relationship to Institutional Mission- Almost two-thirds of the colleges (65.4%) rated their marketing plans either excellent or good in relating to the mission and goals of the institution. Less than

10% of the colleges reported a fair or poor rating in this area. It would appear that a majority of the marketing programs do reflect the institution's direction and general mission.

D. Identify Target Populations- When asked if they believed their marketing plan adequately identifies target populations, nearly 62% of the respondents rated the plan excellent to good in identifying target populations. Thirteen percent beleived their plans to be weak in this area. Identifying one or more target populations is critical if any marketing effort is to achieve maximum results.

E. Assessing Course Offerings- Nearly a quarter of the responding institutions indicated having plans which adequately assess course offerings by using the marketing process to determine curriculum relevancy as well as student needs. Almost 43% of the institutions indicated that the plans did only a poor or fair job in this area and while 33% indicated the plan was adequate or average for this purpose.

F. Assessing Student Services- Over a third of the respondents reported that they believed their colleges' marketing plans were adequate in terms of assessing the student services program. Nearly 29% of the respondents believed their plans to be inadequate in assessing student services. The remainder indicated the plan performed on an average level in this regard.

G. Identifies Student Needs-When asked if marketing plans were adequate in identifying the student needs, over 46% indicated responses of excellent to good. Only 16% found them to be inadequate and the remaining institutions, 37%, indicated their plans were average in assisting with this task.

H. Evaluates the Marketing Effort- Thirty-nine percent of the respondents indicated that the plan was good or excellent in evaluating the marketing effort. About 30% indicated the plan was weak in performing this task with an additional 31% indicating the plan average in achieving this task.

3. ASSESSING INSTITUTIONAL STRENGTHS AND WEAKNESSES: The institutions involved in the study were asked if they did a periodic internal assessment of their institutions' strengths and weaknesses. Two-thirds indicated having performed such an inventory. The other participating institutions indicated that such a critical assessment had not been done.

4. RESOURCES FOR MARKETING: When asked if the institution provided adequate resources to support the marketing program, a large majority, 82%, indicated that more resources were needed.

5. OPERATIONAL FUNDS DERIVED FROM TUITION: Related to the item inquiring as to the percent of operating revenues derived from tuition and fee charges, 21% of the respondents indicated that tuition accounted for less than 9% of their operating revenues, 44% reported that they accounted for 10-24% of the college's income, and nearly 28% indicated tuitions accounted for between 25-39% of their revenues. Seven percent of the institutions responded that tuition provided more than 40% of their operating income.

FOUNDATION AND FINANCIAL SUPPORT

One marketing vehicle employed by community colleges to increase the level of financial support is the institutional foundation. The MECCA study examined the marketing efforts American community college employed to gain increased levels of financial support. Responses revealed that nearly two-thirds (62%) focus marketing efforts at increasing the magnitude of financial support available to the institution.

LEVEL OF FUNDING ANTICIPATED: When asked if marketing efforts produced the level of funding that was targeted, 27% of the respondents (39 of 217) indicated that they did. Nearly a quarter of the institutions using marketing for this purpose reported that their efforts failed produce the level of funding they had anticipated, while almost half of the colleges (70) indicated that they had not set a specific target figure.

FUTURE USE OF MARKETING IN FUNDRAISING: Nearly 85% of the respondents reported plans to use marketing to assist in future fundraising efforts for the college.

PLANNED GIVING PROGRAMS: Over a third (36.3%) of the respondents reported that their institutions had instituted a planned giving program focusing on such instruments as wills and bequests, trusts, and various forms of insurance.

INSTITUTIONAL FOUNDATIONS: Institutional foundations had been established by 87.6% of the respondents.

a. Size of Staff: Thirty-eight percent of the respondents (82) reported that their foundation staff consisted of one person, 19.6% (43 colleges) reported two staff members, 8.2% (18) reported three staff members, whil7.3% (16) reported their foundation staffs as having four or more members.

b. Control of the Foundation: When asked who has responsibility for and control over the foundation, only 3.5% of the respondents indicated that the regular college board of trustees had control. Over 82% (165 colleges) reported having a special foundation board of trustees to direct and control it. A few institutions (2.5%) had a special faculty/administrative group responsible for the governance of the foundation and its program, while 6% reported having a paid professional in charge of the foundation. The remaining 5% reported using some other control structure.

Sources of Financial Support: Respondents were asked to report on the various types of agencies from which their institutions sought support.

TABLE 2

SOURCE	YES	NO
Philanthropic Foundations	71.0%	29.0%
Business and Industry	92.5%	7.5%
Alumni	64.0%	36.0%
Parents	24.0%	76.0%
Governmental Grants	92.0%	8.0%
Other Sources	78.0%	22.0%

In summary, a majority of the colleges surveyed indicated that they focused their marketing energies on increasing financial support. Only half of those responding had targeted levels of support to be achieved by their marketing efforts and only half of those were successful in achieving the levels set. A large majority of the colleges participating in the study have institutional foundations which are governed by independent boards. The primary sources of financial support for the two-year colleges studied appear to be business and industry, and governmental agencies. A large majority of the respondent institutions plan to increase their marketing efforts in the future to help fulfill their financial needs.

STUDENT RECRUITMENT EFFORTS

Many institutions believe student recruitment to be the primary objective of marketing. Student recruiting represents only one portion of the overall college marketing effort. Because so many colleges see recruiting as essential to the success and the survival of their institutions, MECCA examined several aspect of student recruitment in an effort to gain more insight into the degree of effectiveness achieved in each aspect of the recruitment program. Participants were asked to assess the level of success using the following student recruitment activities:

TABLE 3

RECRUITMENT METHOD USED BY INSTITUTIONS	LEVELS OF SUCCESS EXPERIENCED			
	VERY HIGH/ HIGH	MODERATE	POOR	N/A
High School Visitations	60%	35%	4%	1%
Distribution of Brochures	38%	44%	6%	2%
Radio and T.V. spots	32%	43%	16%	9%
Newspaper and Magazine Ads	37%	48%	8%	7%
Use of Billboards	5%	24%	12%	59%
Direct Mail Promotions	58%	32%	5%	5%
Off-Site Registration	24%	31%	6%	39%
Telephone Registration	17%	31%	6%	39%
Use of Other Techniques	20%	34%	4%	42%

AUDIO-VISUAL PROGRAMS: Many colleges use audio/visual techniques (slide programs or video cassettes or motion picture films). One of the survey items examined the extent to which audio-visual tools were used among the reporting institutions. Almost 70% (156 colleges) reported using audio/visual programs to assist in recruiting students. Of those institutions using audio-visual programs, 46.9% (82 institutions) had them professionally produced.

IMPACT OF TUITION ON RECRUITMENT: The MECCA researchers asked participating colleges what impact they thought tuition costs had on their ability to recruit students. Approximately a third (32.5%) believed tuition had a high impact on such efforts, 30% indicated it had a medium impact, and 18% believed its impact to be low. Eleven percent of the respondents were unsure what impact tuition had on recruitment efforts and another 9% believed it had no impact whatsoever.

SUMMARY: High school visits and direct mail campaigns are the most successful techniques employed by community colleges to reach and influence their target populations. The use of billboards and telephone registration campaigns are not seen as productive and are not as readily used by the reporting institutions. Although radio and television spots are expensive and do provide immediate mass coverage, they are not seen as productive for purposes of student recruitment when compared to visiting high schools and using direct mail. The data seem to suggest that the more personal and face-to-face the communication between representatives of the college and the prospective student, the greater the impact on him/her, thus increasing the will be likelihood that the recruitment effort will be successful.

Nearly 80% of the reporting colleges indicated that their recruitment efforts had produced sufficient enrollments to meet their established goals. Further, recruitment efforts were reported to be well supported internally by nearly 70% of the respondents. Opinions were mixed on what level of impact tuition charges had on the institution's ability to recruit students. A third of the colleges maintained that the impact was high while 27% of the colleges reported that tuition charges had little or no impact on recruiting efforts.

PUBLIC RELATIONS AND INSTITUTIONAL IMAGE

The literature indicates that to be truly effective in carrying out its mission, an institution must be sure that the public is aware of its existence and its mission, and that its image is a positive one.

Respondents were asked to assess the effectiveness of the marketing effort in raising public awareness of the college and in portraying a positive image of the institution.

RAISING PUBLIC AWARENESS: Over 75% of the reporting institutions expressed the opinion that marketing efforts were either highly effective or effective in helping the institution raise the public awareness of the college and its programs and services. Eighteen percent of the respondents believed that the effect of marketing was marginal in raising public awareness, while the remaining 6% were either unsure or thought the marketing effort to be ineffective in raising public awareness. More than three-fourths (76%) of the institutions participating in the survey believed marketing efforts raise the public awareness of the institution.

IMPROVING INSTITUTIONAL IMAGE: Asked if the marketing efforts they used helped in improving their institution's image, nearly three-fourths answered yes. Five percent of the colleges answered no, and 21% indicated that they were unsure. Nearly 70% of the institutions thought that the marketing program caused the college's public relations efforts to be more coordinated, while 10% disagreed, and 20% of the respondents were unsure as to its impact on the overall public relations effort.

USE OF PUBLIC OPINION SAMPLING: The colleges were asked if they used a public opinion sampling technique to asess public awareness and the image of the institution in the community. Sixty-one percent of the college officials responding to the survey indicated using some form of public opinion sampling while the remaining 39% did not.

EFFECTIVE METHODS TO PROMOTE THE INSTITUTION: The participants rated the effectiveness of each of the following public relations promotional techniques based on four levels of effectiveness. Table 4 reports on how the participants evaluated each technique:

TABLE 4

TECHNIQUE EMPLOYED	LEVEL OF EFFECTIVENESS			
	Very High/ High	Moderate	Poor	Not Used
Television Spots	22%	28%	8%	42%
Radio Spots	43%	43%	7%	7%
News and Magazine Articles	46%	43%	6%	5%
Telephone Contacts	36%	31%	8%	25%
Direct Mail Campaigns	61%	27%	3%	9%
Use of Special Events	39%	43%	6%	12%
Use of Give-Aways	12%	29%	9%	50%
Other Techniques	20%	35%	4%	41%

SUMMARY: A majority of the Institutional participants reported that marketing efforts were effective in raising public awareness of the institution. They also believed marketing helped to improve the college's image among its constituents. Over 60% of the colleges reported using some type of public opinion sampling to aid in assessing the effectiveness of the marketing program. Many of the colleges indicated that the marketing program was responsible for creating a more organized and coordinated public relations effort. Respondents believed the most effective marketing tools used in the public awareness and image building campaigns were direct mail techniques as well as newspaper and magazine articles. The least effective (an least used methods) appear to be television spots and promotional give-aways.

FRIENDRAISING EFFORTS

A community college cannot function in a social vacuum, it needs many external supporters in the community to aid in its development and in meeting its challenges. Developing a cadre of committed friends and community supporters is an important task. Many see friendraising as a marketing function. Participating colleges were asked to provide an overview of their friendraising activities:

VOLUNTEER GROUPS: Only 28% of the respondent colleges (64 of 227 colleges) use faculty and staff to recruit volunteers from the community to support its marketing efforts. Three-fourths of the institutions do not attempt to recruit volunteers from the community they serve.to work in the marketing program. More than 55% of the respondents (113) indicated they "believed" that volunteer helpers could make an important contribution to the friendraising program.

USE OF ADVISORY AND BOARD MEMBERS: Nearly 70% of the responding institutions (155) reported that they utilize the skills of their citizen advisory committee members to assist with marketing activities. Slightly more than half of the colleges (121 of 227) indicated that they use the college's trustees in various capacities to help market the institution.

FACULTY INVOLVEMENT: Eighty percent of the community colleges surveyed indicated that their faculty members interact with their teaching colleagues at the elementary and secondary school level. Respondents reported such interaction and involvement helps to further promote the institution and allows an opportunity for these professional to collaborate on instructional problems of mutual concern.

SUMMARY: Even though most of the reporting colleges indicate that they see value in using volunteers in college marketing activties, most do not actively seek to recruit them. The colleges do use citizen advisory committee members to help with marketing activities. Approximately half of the participating colleges use their trustees in support of their marketing efforts. A significant number of institutions encourage their faculty to interact with those teaching at the secondary and elementary school level.

MINORITY RECRUITMENT EFFORTS

With the concern that has been expressed in the media and the literature recently over the declining percentages of minority students entering postsecondary education, the MECCA Project researchers decided to inquire about special marketing efforts aimed at recruiting minority students or improving the institution's image among members of the minority community.

SPECIAL MINORITY MARKETING TECHNIQUES: When asked if any special marketing techniques were employed to reach minority students in their service areas, 63.3% of the colleges (136 of 215) responded positively. A little over one half (54%) of the sample indicated that they had developed special projects to promote their institution's image with minority group members residing in their service areas.

EFFECTIVENESS IN REACHING MINORITIES: The colleges were asked whether their marketing programs were effective in recruiting increased numbers of minority students during the past two years. Thirty-five percent of the respondents indicated that their marketing programs were either very effective or effective in recruiting increased numbers of minority students. Forty percent of the institutions reported that their programs were somewhat effective, while 25% indicated that their colleges were ineffective in recruiting larger numbers of minorities.

IMPORTANCE OF MINORITY RECRUITMENT IN THE FUTURE: When asked how important minority recruitment would be in the next decade, 10% of the respondents viewed it as being crucial, 37% believed it would be highly important, 29% thought it would be of moderate importance, 10% predicted it would be somewhat important, and 14% believed that minority recruitment will not be particularly important in the future.

SUMMARY: Nearly two-thirds of the responding colleges have developed some form of special marketing technique to recruit more minority students. A little over half of the institutions have used special projects to promote the image of their college in the minority communities. Although a only third of the colleges have been effective in recruiting increased numbers of minority students to their institutions, nearly half of

the respondents believe that minority student recruitment will be either critical or of high importance during the next decade.

MARKETING EFFORTS IN THE FUTURE

Eighty four percent of those reporting officials predicted that their colleges will become more actively involved with marketing in the future. Only 1 percent of the colleges indicated that they would become less involved with marketing in the future, while 14% plan to continue their involvement at about the same level. One percent were not sure about their future marketing plans.

CONCLUDING OBSERVATIONS

The following conclusions and implications are derived from and supported by the data gathered during the MECCA Project.

1. At most institutions, the chief marketing officer usually spends less than 50% of his/her time dealing with marketing issues. In most instances, the marketing assignment is seen as a collateral duty, even though one official is usually assigned the primary responsibility for marketing. Only a handfull of institutions maintain special office to house the marketing program.

2. Outside consultants are used to assist in the planning and implementation of the marketing program by nearly by half of America's community colleges with most users being satisfied with the services performed.

3. The majority of two-year colleges employ either a central administration dominated structure or marketing committee dominated structure to administer marketing activities.

4. Most two-year institutions use internal operating funds to support their marketing programs with approximately half of them devoting less than 1% of the operational budget to support the marketing effort.

5. About one-half of the colleges report having written marketing plans. Most key staff members are given copies of these plans. Plans usually cover a1-2 year time span and reflect the mission and goals of the institution.

6. College marketing personnel believe that staff and faculty are highly supportive of marketing efforts in approximately half of America's community colleges, while a quarter of them lack positive support internally for the marketing program.

7. One in three institutions have marketing plans that provide for the collection of valuable research data. Two-thirds of the responding institutions have marketing plans which assist the college in identifying target populations.

8. The marketing plans of many community colleges do not provide for program evaluation or for the assessment of the effectiveness of the student services program. In addition, these plans often do not provide for an assessment of student needs.

9. Many colleges are not doing an adequate job of assessing the effectiveness of their marketing efforts, nor do they attempt to assess its strengths and weaknesses.

10. Most colleges do not allocate sufficient resources to the marketing effort.

11. More than a quarter of the colleges are able to achieve pre-set financial goals through fundraising efforts, while another quarter have failed in such efforts. Almost half of the institutions involved in fund-raising do not set initial dollar goals for their fundraising efforts..

12. A large majority of America's community colleges plan to expand marketing efforts aimed at fundraising.

13. Most colleges seek to increase their financial support base through marketing efforts but only a quarter of the institutions report that these efforts are effective.

14. The majority of colleges have institutional foundations which are administered by separate boards. The primary sources of community college grants and gifts are governmental agencies and business and industry.

15. High school visits and direct mail campaigns appear to be the most productive methods for reaching prospective students. Many colleges report that the face-to-face contact with a college official is still seen as having a most positive impact on prospective students.

16. Marketing efforts have had a positive impact on enrollments according to many college officials.

17. Direct mail campaigns and newpaper and magazine articles appear to be effective techniques in improving the community college image.

18. Many of the colleges use some method of public opinion sampling to evaluate the institution's impact on its community.

19. Most colleges do not use community leaders to assist their marketing efforts, although many of the colleges do utilize the services of advisory committee and college board members in their marketing efforts.

20. A majority of community college faculty interact with their local secondary and elementary school colleagues to articulate mutual educational issues and concerns.

21. Most community colleges will be more involved in marketing in the future. A majority of the colleges use special recruitment activities to reach minority students and one-third of them are experiencing success in increasing the numbers of minority students recruited to their campuses.

22. Nearly a half of America's community college marketing leaders believe minority recruitment efforts will be a top marketing priority in the next decade.

A FINAL WORD

The data reported here are descriptive. They provide a representative picture of the current status of marketing efforts in America's community colleges. The researchers hope this report will be helpful to our two-year college colleagues in their continuing marketing activities. The analysis of the enormous amount of data has just begun. A forum to present some of these initial findings is scheduled for the 1988 convention of the American Association of Community and Junior Colleges in Las Vegas. Several articles are being developed to further report the MECCA Project findings. A doctoral research study of community college marketing efforts to recruit minority students, spawned by the MECCA Project. is in the analysis stage.

Marketing activities, both simple and complex, are fast becoming part of the operational fabric of the American community college. The future should see a further explosion of institutional marketing. The extent of that explosion will be influenced by certain major, predictable and unpredictable, economic, social and political forces. Only time can record the success of our collective efforts.

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